

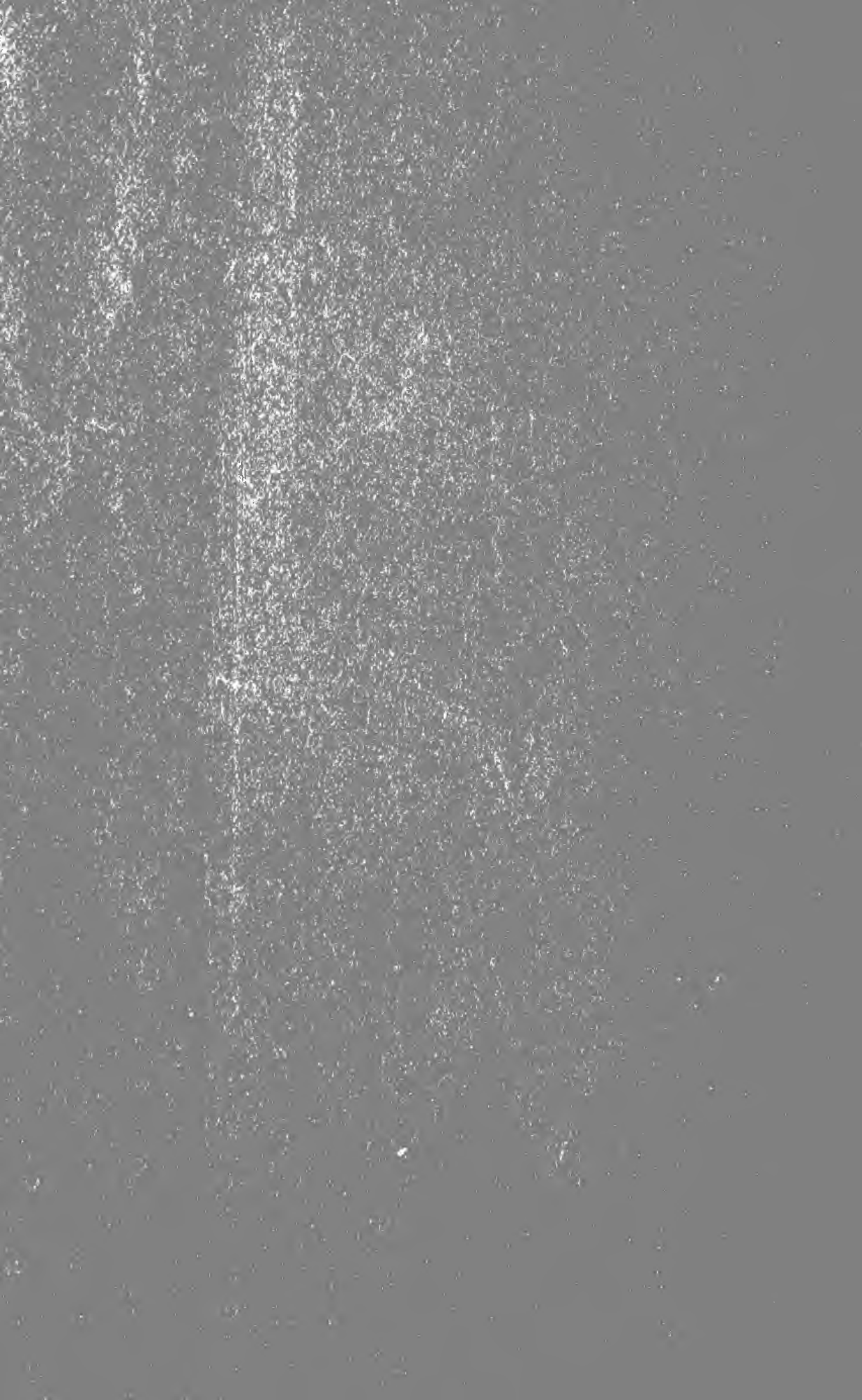
Manual For

**The Fire Drill
The Health Drill
First Aid
Food Suggestions**

**For Use in Public and Private Schools and
Educational Institutions of Indiana**

1917

H. H. FRIEDLEY, State Fire Marshal



State Fire Marshal Department

State Board of Health

Manual for the Fire Drill, Health Drill,
and First Aid

Indiana Fire marshal dept.

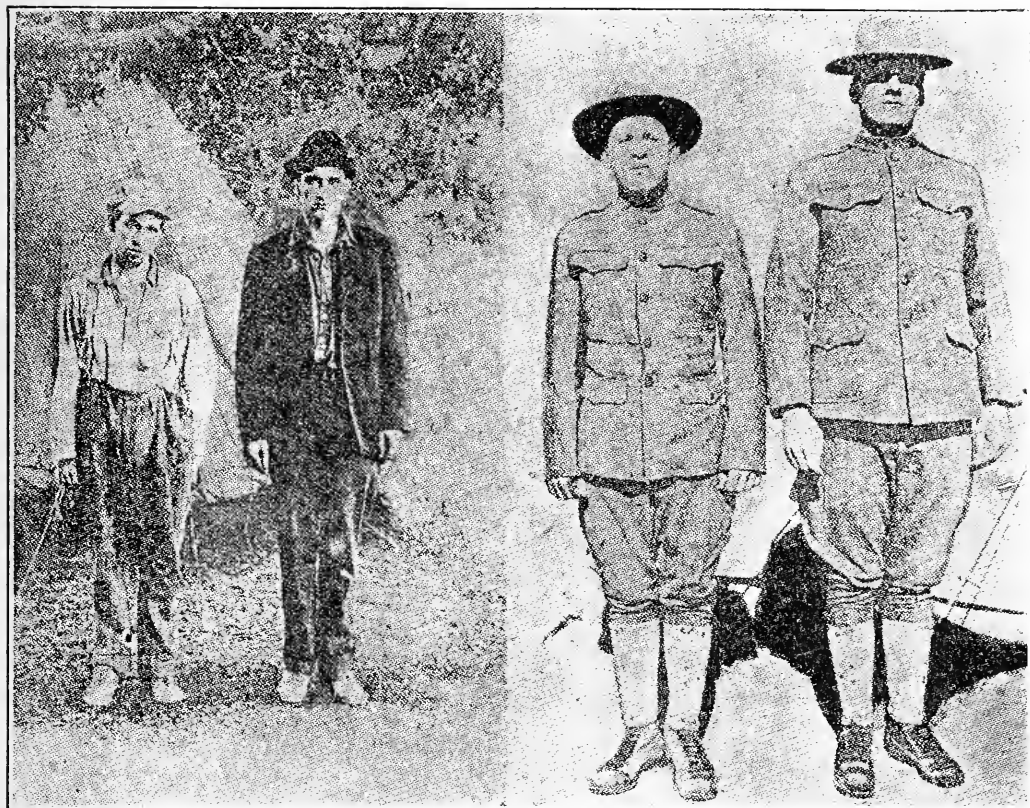
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PHOTOGRAPHS SHOW PHYSICAL VALUE OF MILITARY TRAINING AMONG GUARD

These photographs, taken just before enlistment and five months later, were taken by Lieut. Col. James B. Allison of the Second South Carolina Infantry, to show the wonderful improvement wrought by military training. Private Tobe White, Co. K, First North Carolina Infantry, left, gained thirty pounds in five months, and Private W. C. Bryson, right, of the same company gained fifty pounds in the same period. These men were stationed at El Paso, Tex., with their regiment on border duty.

FIRE AND HEALTH DRILLS IN PUBLIC SCHOOLS

Foreword

The legislature of 1913 passed a law making it the duty of the State Fire Marshal, his deputies and assistants, to require teachers of public and private schools and educational institutions to have one fire drill each month, and to keep all doors and exits unlocked during school hours.

The former Fire Marshal found it difficult to enforce this law, and the attention of the legislature of 1917 being called to it, a law was passed requiring school officers and teachers to give at least one fire drill each month, a certificate to be furnished stating that this had been done before the salary for the month could be paid. (See copy of law herewith.)

This is the binding law of Indiana at this time, and with a view of assisting teachers in carrying out its provisions, the Fire Marshal's office has prepared the accompanying manual of Fire Drills.

Health Drill. The writer having devoted his earlier manhood to teaching, and knowing something of the necessity for better care of the health, and physical training of the boys and girls in public schools, suggested to Dr. J. N. Hurty, Secretary of the State Board of Health that these fire drills that are now required by law could be made the nucleus for health drills that would be beneficial in the growth and development of the body. Dr. Hurty has therefore prepared a short manual, to which the teachers' attention is earnestly directed. He also submits suggestions as to First Aid in case of accident, and altogether his recommendations will be found most timely.

While the fire drill is required but once a month by law, yet it is earnestly hoped that both the fire drill and health drill, which should accompany it, be made daily.

The writer has also invited Dr. Hurty to add a recommendation in regard to the food of the children. We believe that the teacher, by tactful handling of this subject, can exert an influence that will add to the better health and growth of the child, in body and mind.

Governor Goodrich and Dr. Ellis, State Superintendent of Public Instruction, highly endorse this movement, and bespeak the enthusiastic co-operation of teachers and school officers.

H. H. FRIEDLEY,

State Fire Marshal.

School buildings and assembly halls should be made as safe from fire as human ingenuity can make them. Even if this is accomplished, there is still danger, and a systematic training of schools and audiences to meet emergencies is a most important part of our social life. Beginning with the child in school, the good effect of such discipline will follow through life. I am glad to see that the purpose of this manual is to carry this system of drill and training beyond the school room, with a view of making the body of the child into more perfect manhood and womanhood. A great work—and I unqualifiedly endorse it.

JAMES. P. GOODRICH,
Governor of Indiana.

The suggestions you are offering the school children and school officials of Indiana in reference to fire drills are timely indeed. In no exigency of life is the principal of "safety first" more warrantable than in the matter you have under consideration. The loss of a single life in a public schoolhouse through carelessness or neglect of these very simple suggestions of yours would be utterly inexcusable and fiendishly criminal.

Happily our teachers are very alive to the situation, and if coached by such pertinent directions as you are offering, would probably avert, in any exigency, disaster or death. I cannot express in mere words the heartiness I feel in favor of such movements as your booklet is designed to defend.

HORACE ELLIS,
State Superintendent of Public Instruction.

THE FIRE DRILL

By the State Fire Marshal

Section 14 of the State Fire Marshal law provides that:

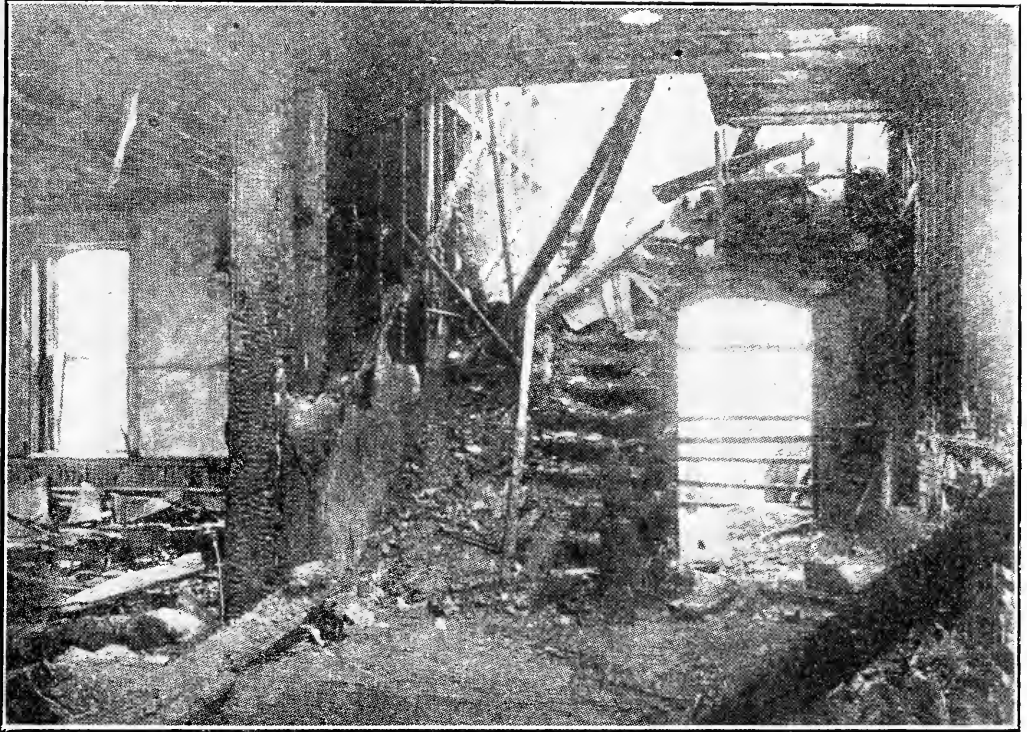
“It shall be the duty of the State Fire Marshal, his deputies and assistants to require teachers of public and private schools and educational institutions to have one fire drill each month and to keep all doors and exits unlocked during school hours.”

The General Assembly of the State of Indiana, in 1917, enacted the following law:

“SECTION 1: *Be it enacted by the general assembly of the State of Indiana*, That it shall be the duty of all boards of school trustees, boards of school commissioners and township trustees, and all teachers in the public schools of this state where any such schools have more than one room, to give at least one fire drill during each month such school is in session. It shall be the duty of the superintendents or principals of such schools and of the individual teachers in case no superintendent or principal is employed in such schools, to certify to the city or town board of school trustees or commissioners or to the township trustee, employing such superintendent, principal or individual teachers, that fire drills have been held as above provided. before such superintendent, principal or individual teacher shall be entitled to receive his or her salary for any month.

SEC. 2. It shall be the duty of the board of school trustees or commissioners of the city or town, or of the township trustee, as the case may be, to require such superintendent, principal or individual teacher to file with said board or trustee a certified statement that such drills have been held as above provided before issuing warrants for the payment of such superintendent's, principal's or individual teacher's salary or any part thereof.”

The problem of safeguarding the lives of school children, and of removing every possible cause which adds to the danger of loss of life through fire or panic in public schools, has received much attention at the hands of school boards, school architects, and thinking people generally.



THE FATAL STAIRWAY

Entrance of Peabody, Mass., School where twenty-two children
perished in fire.

The question of proper construction of school buildings is, of course, of the greatest importance, but in all buildings, whether of fireproof construction or otherwise, experience has shown that one of the most effective means of combatting with the problem is the regular and systematic fire drill, and that it has been instrumental in reducing to a minimum the possibilities of loss of life through schoolhouse fires, and resultant panics.

The degree of efficiency attained in school drills will depend largely on the character of the discipline maintained by the teachers, and any departure from the strict letter of the rules should be followed immediately by proper measures of discipline, as a single act of untimely disobedience to the rules might at a critical time threaten the safety of the entire school.

The fire drill, to be the most effective, must be held systematically and regularly and should aim at the quickest possible dismissal with the least confusion.

The supervision of exit drills for public schools should be simple and direct. This can best be obtained by adapting the school organization, through its teaching staff, to the requirements of the drill.

DIRECTIONS FOR THE FIRE DRILL

Officers

1. *Principal.* The principal should be supreme; he should fix the time for the holding of all fire drills and preserve a record thereof, showing the time required to effect the dismissal of the entire school, and enforce measures of discipline.

2. *Floor Chiefs.* The principal should select for this position teachers who have great self-possession and be capable of controlling all on their floor. Where, in case of actual fire, it is found necessary to change from regular instructions in selections of exits, such change will be at the discretion of the floor chief.

3. *Room Captains.* These should be the teachers in their respective rooms, whose duty it is to have pupils fall in line promptly and pass into halls.

4. *Door Guards.* Pupils selected to see that all doors are unlocked during school hours, report any found locked to principal or teacher. These guards, when fire signal is sounded, to open all doors and close them after pupils and searchers leave the room.

5. *Searchers.* Pupils appointed for each room to search

rooms and closets for pupils who may become hysterical or faint.

6. *Stairway Aides.* Older pupils who have been appointed to give assistance and maintain order on stairways.

Fire Alarm Signal

7. The fire alarm gong should be so arranged that it will sound on each floor simultaneously. The signal should be **DISTINCTIVE**. It should not be used to announce class periods. It should be the duty of the principal to familiarize floor chiefs and all other teachers with the operation of the fire alarm gong, and their duties when fire is discovered.

Suggestions

8. *Music.* Where pianos or other instruments are available, the use of march-time music is recommended during dismissal and drills.

9. *Assigning Exits.* In assigning exits where the capacity of the fire escapes is limited, the lower floors should be required to use the fire escape in order to reserve the inside stairways for the use of the upper floors. Care should be taken in the selection of stairways to avoid use of any exposed stair entrances to basements containing the school heating plant.

10. Preference should be given to classes of the smaller children in the kindergarten and primary grades in the assignment of exits.

11. At the sound of the fire signals, all work must cease instantly. Pupils should not go after coats or hats.

12. Boys should lead and girls follow, or, if possible, separate exits should be taken. Boys often trample girls in a rush and girls are sure to be frightened at boys coming down behind them.

13. The movement of the children should be by the shortest route and there should be no crossing of lines.

14. Children should march by twos. They should hold hands or link arms during the march out of the building.

15. Children should march out in orderly formation, heads up, shoulders erect, alert for any emergency, and slightly faster than the ordinary walk.

16. Fire drills should conclude with the continued march of the children out and away from the school a sufficient distance.

17. Fire drills should be to the fire escapes as well as to the exits.

18. Teachers should see that fire escapes are free from ice or snow.

19. Exits should open outward, and be **KEPT UNLOCKED DURING SCHOOL HOURS**.

Duties of Janitor

20. Under direction of the principal, the school janitor should be required to perform daily the duties of inspector.

21. It should be the duty of the school janitor, as well as Door Guards, to see that all doors are unlocked during school hours.

22. The janitor should be required to see that the school premises are kept clean at all times, and that no rubbish, debris, oily waste, old papers, or other waste material is permitted to accumulate about the building.

23. It should also be a part of the janitor's duties to see that any apparent structural defects are called to the attention of the proper officials for correction.

It might be well, after each fire drill, or much oftener, if possible, to have short talks on the subject of fire prevention, evils of carelessness, need of cleanliness in homes and surroundings, and damage by fire to life and property. Teach the children that unclean conditions about the home are not only dangerous to health, but also may cause fire. It would also be well to impress upon the children the importance of the fire drill, the necessity of having confidence in their teachers, and others in charge of the drill, and of obeying every order given: that the disobedience of an order by a single child may affect the safety of the entire school.

The amount of good that can be accomplished by proper training of the school children of this generation along these lines, cannot be estimated. If literature dealing with the subject of Fire Prevention is not available at the local library, the State Fire Marshal will be able to furnish teachers and others with the necessary material for use in the class room.

HOW TO SAFEGUARD THE SCHOOL FROM FIRE

1. Keep the school absolutely clean, and remove rubbish, oily waste, waste paper, and other refuse daily. A clean school seldom burns.

2. There is always danger from wooden boxes and kindling in the furnace room, and such material should be kept in a separate compartment. Provide metal or cement receptacles for ashes.

3. There should be an air space of at least eighteen inches above boilers, the ceiling being sheathed with metal or asbestos, with an air space between it and the ceiling.

4. All woodwork around stoves, furnaces, and heaters of every kind, should be protected with fireproof material.

5. Call upon the Fire Chief to make regular inspections. If he does not do so, report this fact to the State Fire Marshal.

6. Insist upon frequent inspections of all electric wiring, and require that it be maintained in good condition.

7. Teachers and janitor should require absolute cleanliness in lockers, desks, and class rooms.

8. Special attention should be paid to fire hazards about the chemical laboratory, and class rooms where domestic science, carpentry, plumbing, painting and varnishing, printing, and other special subjects are taught. Buckets of water, small fire extinguishers, or other fire extinguishing devices should be placed at convenient points.

9. See that aisles and other passageways are kept free of chairs and other obstructions.

INDIAN CLUB EXERCISE



What shall it profit a child to gain the whole realm of Education
and lose his own Health?

THE HEALTH DRILL

By the State Board of Health

As the FIRE DRILL saves lives from fire, so the HEALTH DRILL is aimed to save lives from disease.

FIRE and DISEASE are mankind's worst enemies.

The relation, therefore, between the FIRE DRILL and the HEALTH DRILL is so well established that the two should be carried out simultaneously.

We must have health to be strong and successful. A healthy body is the foundation for powerful self-reliant and successful manhood and womanhood.

To have strong healthy bodies we must begin very early in life to train them. The boys of Rome were taught that they should train and develop their bodies. Every day they exercised to properly round out and strengthen their arms, legs, necks, hands, feet, chests and abdomen. Neglect of properly directed exercise in these modern days, results in much weakness and disease.

Deeming it practicable and desirable, the State Board of Health, at the suggestion of the Fire Marshal, adds to the Marshal's fire drill a *health drill*. It is the hope and expectation of the Board that teachers will become interested in the health drill and thus lend their aid in securing to their pupils strong bodies, and then the knowledge imparted will find fuller practical application by the strong child.

The health drill in connection with the fire drill is to be supplemental to the latter, and be very simple and short. The idea is to take advantage of the fire drill commanded by law, to secure to the children health and safety from illness and disease, as well as safety from fire.

The Fire Marshal and the Health Board both earnestly urge school superintendents, principals and all teachers, always to require a short health drill every day by all the pupils, and always also after all fire drills.

Instructions

When the columns arrive out in the school yard, give the following commands:

1. *Line Up*. This means the pupils shall form a straight line in columns two or four deep, according to numbers and ground area.

2. *Space*. This means for each one to extend his arms sideways level with shoulders, and move sidewise (either right or left as stated in the command) until all are in line at arms length with at least six inches distance between extended fingers.

3. *Stand Straight, Shoulders Square, chest out, chin up*. The meaning of this order is clear.

4. *Arms Side*. This means to lower arms from shoulder extension to the sides.

5. *Arms Up, Breathe in, Hold*. This means to raise the arms slowly to shoulder level, breathing in through nose with mouth closed and hold while captain counts 1-2-3. - Then order (6)—

6. *Arms Side, Breathe out*. This means to slowly return arms to sides and slowly exhale.

Repeat commands (5) and (6) five times.

7. *Arms Front, Palms Down*. This means to extend arms front level with shoulders and palms down. This is done by swinging arms straight front from side, elbows and wrists held stiff. Repeat five times with the commands—*arms side, arms front*, and adding alternately, *palms down, palms up*.

8. *Arms Hips, Bodies Right, Return, Bodies Left*. This means hands on hips, then holding legs stiff, bend body first to right, return to erect, finally bend body to left, return. Repeat (5) times.

9. *Arms Hips, Bodies Front, Return, Bodies Back*. This means hands on hips, then bend bodies forward, return to erect position, then bend bodies backward.

10. *Fists to Shoulders*, right foot forward and back three times, left foot forward and back three times. Each time when foot is extended, throw arms and fists forward and back.

These ten movements by no means cover the entire role of exercises. They are simply suggested. Teachers may, of course add to or subtract from the above numbers as they think best. Add marching movements if possible.

Teachers, if they will, can materially lessen the number of slouchy boys and girls. In every school may be found some stooped shouldered children with shuffling walk. Straighten the children.

Spencer says—"First make the child a good animal."

"FIRST AID TO THE UN-INJURED"



There can be no Beauty without Health.

FIRST AID

By the State Board of Health.

Knowledge of simple first aid to the injured and sick should be imparted to all pupils. They would thus become possessed of knowledge of very great value and almost certain to have application in their lives. The knowledge would also teach children caution and discretion. It is not too early to begin with children ten years of age. The directions for first aid given herewith by the State Board of Health are very simply and far from comprehensive and complete. However, they treat the subject fundamentally and are certain of value. The State Board of Health urges all teachers to become familiar with the short first aid directions which follow and carefully drill same into the minds of their pupils.

First Aid

The person giving first aid should get the patient to a doctor quickly in the best possible condition. The first aider must keep cool and work fast without excitement, keep back the crowd and loosen all clothing of patient so patient can get as much air as possible. He should place the patient in a comfortable position on his back with head turned so vomit, if any, will not enter windpipe. In case of bleeding, it should be stopped at once. If face is pale, lower head. Fan, if hot and give water in sips if patient asks for it. Do not attempt removing him until the extent of his injuries is ascertained.

Shock. When patient is pale, cold and has a feeble pulse after an accident, he is probably in a state of shock and should be stimulated after bleeding is stopped. This can be done by heat; hot water bottles, hot bricks or bath towels wrung out of hot water and placed around patient. If he can swallow give strong, hot coffee or half teaspoonful aromatic spirits of ammonia in half glass water and rub limbs toward the body.

Wounds and Bleeding. Do not put fingers in wound except in extreme emergencies. It is better for the first aider to bind up dirt with wound than to spread germs with fingers. Arterial blood is bright red and spurts as it comes out. Venous blood is dark and flows out in a continuous stream while blood from capillaries oozes from the wound. The arterial bleeding is the most dangerous. In case an artery in the leg or arm is cut, put some small, hard object like a small oval stone over the artery

on the heart side and bandage firmly. Tighten the bandage until bleeding stops. Cover wound with sterilized gauze if obtainable and get patient to a doctor as soon as possible as the bandage will have to be removed when the distal part turns dark, usually about half an hour.

Sprains. Call a doctor if severe or when in doubt, elevate the sprained joint when possible and apply towels wrung out of very hot or very cold water. Put joint at rest.

Fracture. In case of broken arm or leg, do not handle more than necessary because (1) of pain to patient, and (2) the sharp ends of bone may cut through the skin and make the fracture worse. Rest the fractured limb on a padded board from four to six inches wide and the length of the broken part. Bandage to board above and below fracture and bind pillow around limb and board.

Burns and Scalds. Remove clothing, let water out of blisters by piercing them low on the side with needle sterilized in a flame. Cover as quickly as possible with baking soda dissolved in water. Then cover with baking soda mixed with oil, butter, vaseline or white of egg. Bandage later with gauze dipped in carron oil, i. e. equal parts of linseed oil and lime water.

Foreign Body in Eye. Do not rub eye. If body is under the lid, evert lid and take off speck with surgical gauze wrapped around match or toothpick. Wash out with a few drops saturated solution boracic acid followed by a drop of olive or castor oil.

Nose Bleed. Fold up piece of paper, wet in cold water and put under upper lip. Bathe face with cold water and do not blow the nose but allow clot to form.

Bug or Other Foreign Body in Ear. Tip head to one side so opening of ear is straight up. Drop in a few drops of warm water or oil. If this does not remove, do not try to get it out but take patient to a doctor.

Hiccough. Take deep breaths and hold them for a long time. Drink water for some time without stopping. If hiccough persists go to a doctor.

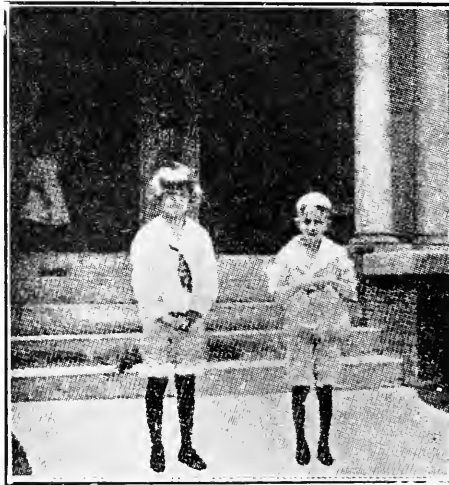
Toothache. Fill cavity with piece of cotton dipped in oil of cloves or apply tooth plaster to the outside of the gum. This will give temporary relief only, so a dentist must be consulted.

Sunburn. Use cold cream, vaseline, carbolized vaseline or toilet cream before or after exposure to sun's rays. Talcum powder will sometimes relieve.

Insect Bites. Apply ammonia or use teaspoonful baking soda and one-half teaspoonful carbolic acid to a half pint of water.

Drowning. Send for a doctor immediately. Raise body at waist with face down so water can run out of mouth. Place patient on ground face down. Stretch arms at full length above head. Turn face slightly to one side. Kneel at one side or astride the patient. Place palms of hands on short ribs across the small of the back with thumbs nearly together. Bend forward and let full weight fall on hands and then force the air out of the lungs. Then release the pressure by swinging backward. This movement should be repeated at the rate of twelve to fourteen times per minute and be kept up for at least two hours or until patient breathes unaided.

CHILD FEEDING IS MOST IMPORTANT



Two boys—same age—same school. Just a difference of nutrition.

SCHOOL LUNCHESES AND FEEDING SCHOOL CHILDREN

By the State Board of Health

Few indeed are the school rooms, rural and urban, in which poorly or even very badly nourished children cannot be found. Many pupils are "slow" because of wrong feeding and even lack of food. Nutrition is fundamental for all lines of child development. The lunch hour in all too many Indiana schools is a wasted opportunity and the parent of disorder, indigestion and general discomfort. Luncheons are brought wrapped in newspaper and in tin buckets or cardboard boxes. The to-be-pitied child, sits down on the coal box, the school steps, at his desk or elsewhere, and hurriedly gulps his cold and frequently miserable food. He scatters fragments about, soils his clothing, and creates untidiness and insanitary conditions. Manners, health and morals are injured.

What shall be done? Obviously, parents, teachers and school authorities are to blame. The child is almost helpless. It is a pity that so few parents, school authorities and teachers, do not know and understand the great importance of the proper feeding of children. *Eventually the child is what he eats, how much he eats and how he eats.*

MODEL SCHOOL LUNCHEONS

For Children Over Six Years

Monday. Two bread sandwiches, one meat and the other jam or jelly. Cup of custard. Two sugar cookies. One apple. Half pint of milk.

Tuesday. One buttered bread cheese sandwich with lettuce leaf or thin shavings of dill pickle. One buttered bread sandwich with jam or jelly. One cup of boiled rice with sugar and butter sauce. One slice of jelly cake. Half pint of milk. One orange.

Wednesday. One buttered bread sandwich with thin slice of broiled ham. One buttered bread sandwich with cup of apple sauce. One cup of grits with jelly. Half pint of milk. One banana.

Thursday. One buttered bread sandwich with slices of hard boiled egg. One buttered bread sandwich with jam. Two ounces of homemade fudge. Half pint of milk. One apple.

Friday. One buttered bread sandwich with cold roast beef or dried beef. One buttered sandwich with jelly. One cup of tapioca with apple. One piece of sponge cake. Half pint of milk. One orange.

The above are ideal sample lunches, for strong, healthy, normal children. For such children the quantity in each is not too great. However, the quantity is too great for weak, undersized delicate children. For such one sandwich should be omitted, or one of the other articles.

Milk should be in every child's lunch every day. Milk is the food of foods, and children who have a dislike for it or say they have, should be urged and taught to eat it. Milk should be eaten, not drunk down in large swallows. A bite of cracker or cake or other foods may be chewed with milk. Stop and think how a baby or calf drinks in little streams and you will understand how nature intended this sovereign food should be taken.

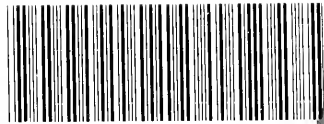
Obviously, the ideal or model lunches here given, may be changed in many ways. For instance, if the family has had hash for breakfast, a hash sandwich may be made which will take the place of meat, cheese or egg sandwich. Peanut butter sandwiches are excellent. A cold boiled irish or sweet potato may be substituted for some other article. Raw vegetables as radishes, celery, slaw, lettuce, onions, carrots, are always excellent for lunches. It is good dietetics to eat raw vegetables for they add materially to right nutrition. A cup of boiled or baked beans also cottage cheese make splendid substitutes for meat.

Of course, sandwiches made with chicken, veal or beef loaf, or boiled ham may be used.

Put in every lunch fruit of some kind; an apple, orange, banana, tomato, peach, pear, cherries, grapes.

It is suggested that one of the sandwiches or the apple or other fruit may be eaten at recess if the pupil is hungry.

For the proper nutrition of the child and to maintain general health, an abundant supply of pure cool water is necessary. It is an assault upon children not to supply them with plenty of pure water.



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